DOCUMENT RESUME

ED 200 538 SP 017 659

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TITLE A Look at the Weber State College CBTE Program After Ten Years.
PUB DATE Feb 81
NOTE 18p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Detroit, MI, February 17-20, 1981).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Administrator Attitudes; Classroom Techniques; *Competency Based Teacher Education; *Graduate Surveys; Higher Education; Interpersonal Relationship; Longitudinal Studies; Program Development; *Program Effectiveness; *Program Evaluation; *Teacher Effectiveness; *Teacher Evaluation; Teaching Skills
IDENTIFIERS *Weber State College UT

ABSTRACT

Results of a longitudinal study of graduates of a competency based teacher education program at Weber State College are presented. Selected for study were those who were in their first, third, fifth, or seventh year of teaching. Respondents were principals who assessed the work of the teachers, and teachers who evaluated their preparation program. Teachers were rated on instructional skills, classroom management, professional relations, and interpersonal relations. The teachers responded to queries about their perceived abilities in these competencies and replied to a brief opinionnaire on their college training. The principals were generally satisfied with teacher performance, rating them highest in interpersonal skills and lowest in professional relations. The former students indicated that they needed a higher level of skill in classroom management and that they were dissatisfied with field experiences. Results of both surveys are presented in tabular form, and a discussion is given of the implications for changes in the college's current teacher education program. (JD)

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A LOOK AT THE WEBER STATE COLLEGE CBTE PROGRAM AFTER TEN YEARS

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AACTE 1981 Annual Meeting
Detroit, Michigan
February 17-20, 1981

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Harley K. Adamson
Caseel D. Burke

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A LOOK AT THE WEBER STATE COLLEGE CBTE PROGRAM AFTER TEN YEARS

We will attempt, during this session, to present some follow-up data on graduates of the teacher education program at Weber State College. It was just ten years ago this month that WSC was given the AACTE Distinguished Achievement Award, and we feel some obligation, as well as interest, in providing a brief up-date of the program at the present time.

In the past ten years more than 800 visitors have made a first-hand investigation of the program. In recent years there has been an increase of visitors from foreign countries.

The Weber State program is detailed elsewhere by Adamson (1972) and Burke (1972), therefore only a few general background comments would seem appropriate here. The WSC program in general meets the criteria for CBTE programs as stated in the AACTE publications by Elam (1971) and the Committee on Performance-Based Teacher Education (1974).

The delivery system is based in a series of instructional modules called WILKITs (Weber Individualized Learning Kits). The curriculum content was determined by a planning group consisting of teacher educators, school teachers, school administrators, and college students in education. Ten of the WILKITs are used exclusively by secondary students, twenty-eight by elementary, and thirteen by both. Most of the modules require some type of laboratory experience(s) in the schools. Letter grades

are not provided in the program. Permanent records indicate either CR (Credit) or NC (No Credit).

A prominent feature of the WSC system is the Interaction Laboratory. Both Adamson (1972) and Sparks (1973) have commented on the nature of the Laboratory and its uses. Briefly, it attempts to create an attitude of openness and cooperation among the students and the faculty.

Over the years a variety of follow-up studies have been made to determine the strengths and weaknesses of the Weber State Program. Parker (1974) and Burke (1974) have reported some of the findings. The two studies being reported here today are a part of the continuing effort to obtain feedback for use in program improvement.

SCHOOL PRINCIPALS RATE
WEBER STATE COLLEGE TEACHER GRADUATES
Caseel D. Burke

Introduction

Accreditation standards for teacher education require that an institution conduct follow-up studies of its graduates in order to determine the effectiveness of the teacher education program and to look for evidence of needed improvement. In keeping with this standard Weber State College has periodically attempted to study its teacher education graduates, and to use the data therefrom to make program improvements. Among past efforts are those reported by Burke (1972, 1974), Parker (1974) and Adamson, Burke and Cox (1978). This present study is a further attempt to obtain data on our graduates, through a procedure not previously explored.

Discussions were begun in the Spring of 1980, between members of the W.S.C. teacher education research committee and directors of research in three of the public school districts in close proximity to Weber State College. The question arose as to the feasibility of analyzing school principals' annual teacher rating reports for follow-up information on the teaching success of Weber State College graduates. After a series of discussions between W.S.C. representatives, district administrative officials and teacher association officers, it was concluded that copies of principals' ratings could be made available for research analysis if all identification marks, such as teachers' names, principals' names, and names of schools were obliterated.

Objectives and Planning

Answers to two major questions were sought in planning and conducting the study: first, what ratings do public school principals give to teacher graduates of Weber State College? and second, do principals' ratings of teachers hold value for improving the W.S.C. teacher education program?

A computer printout obtained from the State Office of Education provided lists of elementary and secondary teacher graduates from Weber State College. Selected for the study were those from two nearby school districts who were in their first, third, fifth and seventh years of teaching. The school year 1979-80 was the base year for first-year teachers, and for all the ratings. The participant breakdown is as follows:

Year of Teaching	Elementary Teachers	Secondary Teachers	Total
First	36	5	41
Third	37	22	59
Fifth	27	15	42
Seventh	22	24	46
Totals	122	66	188

The Utah Office of Education printout listed 1,173 Weber State College graduates teaching within the State. The 188 subjects of the study represent 16% of this total. In the districts involved in the study, the 188 subjects comprises 31% of the total WSC teachers employed. It may be of related interest that approximately 60% of the WSC teacher graduates employed in Utah are working within a twenty-five mile radius from the College.

Common elements from the principals' rating forms had to be extracted since the forms differed in structure. Elements of emphasis identified in the forms were "the instructional program," "classroom management," "professionalism, and "interpersonal relations.' From the check marks, descriptive words and phrases, etc., each rating form was coded within the above four categories with a rating as follows: 4- "Excellent," 3- "Very Good," 2- "Good," 1- "Needs Improvement."

Analysis of the Data

Table 1 shows the principals' ratings by program category and by the years of teaching experience of the teachers rated. The means of the ratings within each category and year are shown, allowing for easy intercomparisons.

The total mean ratings within the four program categories range from 2.70 for professional relations to 2.89 for interpersonal relations. Although the spread is rather small, it is an indication that the WSC graduates are regarded as more capable in interpersonal relations than in professional relations. The next lowest overall rating, 2.73 for classroom management, suggests the WSC graduates are not quite as strong in this respect as they are in classroom instruction--2.76, or in interpersonal relations.

Regarding differences between years in service, ratings in the instruction category are quite constant over the seven-year spread. Classroom management continued at a minimal level until the seventh-year group showed substantial gain over the previous year-groups.

Table 1 School Principals' *Ratings of Weber State College Teacher Graduates Shown by Means of the Ratings

Program Category	First Year Teachers ** (41)	Third Year Teachers (59)	Fifth Year Teachers (42)	Seventh Year Teachers (46)	Mean Rating per Category
Instruction	2.78***	2.73	2.76	2.76	2.76
Classroom Management	2.68	2.73	2.67	2.83	2.73
Professional Relations	2.83	2.63	2.67	2.70	2.70
Interpersonal Relations	2.71	3.00	2.86	2.80	2.89
Mean Rating per Year	2.75	2.78	2.74	2.77	2.76

* 64 Principals: 41 Elementary, 23 Secondary
** School year 1979-80
*** Scale: 4= Excellent, 3= Very Good, 2= Good, 1= Needs Improvement

It appears that the beginning teachers were regarded more highly by the principals in the professional relations category, than those who had been teaching longer. On the other hand, in the interpersonal relations category first-year teachers are rated lower than those with longer service.

Table 2 shows the data in qualitative relationship using the terminology generally expressed in the principals' rating sheets. Here the skill categories are listed in rank order from highest to lowest ratings. Adding to the obvious fact that the teachers were rated high or lower in certain categories, as shown also in Table 1, the generalization can be drawn that principals rate the WSC graduates as a group in the lower range of "very good."

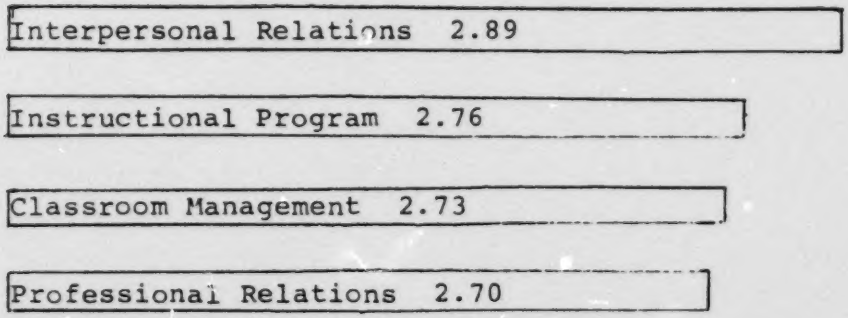
The distribution of the ratings within the four rating categories is shown as follows along with the percentage of the total ratings given.

Rating	Number	Percent of Total
Excellent	134	18%
Very Good	293	39%
Good	303	40%
Needs Improvement	22	3%

One feels compelled to be quite subjective in interpreting such data. If it is the goal of a teacher education department to prepare good teachers, then it would seem WSC has more than met that goal by approaching the status of very good. At the same time there is plenty of room left for improvement into the very good and excellent categories. Another view may be

Table 2 Principals' Ratings of WSC Teacher Graduates shown in Mean Ratings by Skill Categories

Needs Improvement	Good	Very Good	Excellent
1	2	3	4



that WSC graduates as a whole, or composite, are one-fifth excellent, two-fifths very good and two-fifths good.

Summary

With regard to the questions the study attempted to answer, it seems that evidence of a general nature has been obtained concerning principals' ratings of WSC graduates. This could be improved in further studies of this kind if school districts and teacher education departments would collaborate in developing thorough and standardized teacher evaluation forms for use by principals as well as education departments, and develop uniform practices in administering the rating process.

This study fails to make any comparisons between teacher education programs. The State Office of Education, it seems, could well sponsor inter-program comparisons in an effort to assess and upgrade teacher education programs throughout the state.

The question of the value of this study to the improvement of the WSC program is not totally clear. It does appear, however, that the data suggest that certain aspects of the program, such as training in professionalism and classroom management need further investigation and possible adjustment. There should be no question that the value of this kind of study will increase as the data obtained become more definitive. As an exploratory effort to uncover useful data it has been helpful. The most use, however, may come from its finding avenues and ways by which further studies may be conducted with greater potential impact.

A SURVEY OF WEBER STATE GRADUATES

Harley K. Adamson

In an effort to obtain up-to-date information on the kind of impact the Weber State program in teacher education has on graduates who are now teaching, a survey effort was undertaken in the Fall of 1980. Graduates who had completed one, three, five, or seven years of teaching according to computer lists supplied by the Utah Office of Education were surveyed. Those surveyed constituted essentially the same group studied through the review of principals' ratings although no effort was made to cross check the population from whom responses were received against those for whom ratings were available.

An approach suggested by Borich (Borich, 1980) was employed in the survey; since it was perceived as a means of identifying areas within the program which are most in need of review or revision. Borich identifies the possibility of inferences regarding program quality by means of this approach, even though its initial intent is needs assessment. It seems reasonable to associate the two areas when the estimates of needs are being made by those who are best able to judge the influence of a program: the graduates.

Former students were asked to respond in four areas of skills which the teacher education program has stressed, and three elements of program operation. Both of these sections of the survey instrument were designed to provide discrepancy

scores. The instrument also made provision for free responses by the participants. A copy of the survey instrument is enclosed.

Survey findings shown on the enclosed form consist mainly of the discrepancies between the perceived value of a given stem and the competency or practical value the participants identified. Discrepancies have primary value in the identification of areas for attention in curriculum revision. Either those areas where a great discrepancy is shown, or those where an exceptionally high value appears to be unrealized would constitute first priority problems. The potential for additional study of the data the survey provides seems extensive.

The findings suggest three general areas of concern. First, as might be expected, the teachers felt they needed a higher level of skill in classroom management. The high degree of importance given this area with an average of 4.7 on a five point scale indicates a need for attention to this area of preparation, even if the discrepancy between value and attained skill were lower. Second, responses showed that graduates were unhappy with the present practice of credit/no credit grading rather than using traditional letter grades. Third, the apparent failure to meet participants' expectations in field experiences, as shown by the .84 discrepancy, suggests the need to review this aspect of the preparation program.

On the other hand, the finding of no discrepancy between value and performance in the area of interpersonal skills appears to show that Weber State College graduates feel their preparation in that area is adequate. The correlation between findings of this study and that of principals' ratings seems to substantiate that conclusion.

Of course, a certain amount of "sour grapes" is inherent in a study of this kind. It may well be that a "perfect" program of teacher preparation for everybody is beyond us. Free response entries indicated diametrically opposing views on exactly the same areas in some cases. All of which tends to reinforce the wish for the safety of complete objectivity, the likelihood of which seems to remain extremely remote.

PERSONAL INFORMATION

SAMPLE INSTRUMENT

Age_____ Sex _____Teaching Experience (Years)_____Grade Level_____

Please mark the figure which corresponds to your present feelings regarding each area of skills and your own estimate of your present competence.

IMPORTANCE OF TRAINING IN THE SKILL (Low 1 2 3 4 5 High)		YOUR LEVEL OF SKILL ATTAINMENT (Low 1 2 3 4 5 High)
1 2 3 4 5	INSTRUCTIONAL SKILLS (planning, teaching strategies, ability to adapt subject matter for instruction, identifying and meeting learner needs, etc.)	1 2 3 4 5
1 2 3 4 5	CLASSROOM MANAGEMENT SKILLS (regulating behavior, keeping students on task, dealing with problem students, grouping for instructions, etc.)	1 2 3 4 5
1 2 3 4 5	EVALUATION SKILLS (test construction and use, grading and reporting, teaching self-evaluation, utilizing feedback, etc.)	1 2 3 4 5
1 2 3 4 5	INTERPERSONAL SKILLS (working harmoniously with parents, teachers, students; acting with consideration for feelings of others, functioning effectively in groups, etc.)	1 2 3 4 5

Please rate the following elements of the WSC program in teacher education according to their theoretical (e.g.: "It seems like a good idea.") and functional (e.g.: "It's supposed to work that way, but it doesn't.") value, according to your experience in the classroom.

THEORETICAL (Low 1 2 3 4 5 High)		FUNCTIONAL (Low 1 2 3 4 5 High)
1 2 3 (4) 5	(EXAMPLE) Campus traffic and parking system	(1) 2 3 4 5
1 2 3 4 5	Requirement of standards for Admission	1 2 3 4 5
1 2 3 4 5	Field Experiences and Practicum	1 2 3 4 5
1 2 3 4 5	Competency Standards rather than grades	1 2 3 4 5

What three adjectives would you use to describe your experience in the WSC Teacher Education Program?

Which module (WILKIT) or modules do you recall as being particularly good or useful?

What advice would you give to someone planning to go into teacher education?

/__/ Go to Weber State /__/ Go somewhere else

Please feel free to use the reverse side of the page for additional comments.

PERSONAL INFORMATION

SUMMARY OF FINDINGS

Age_____ Sex _____Teaching Experience (Years)_____Grade Level_____

Please mark the figure which corresponds to your present feelings regarding each area of skills and your own estimate of your present competence.

IMPORTANCE OF TRAINING IN THE SKILL (Low 1 2 3 4.6 5 High)		(report) AVERAGE DISCREPANCY	YOUR LEVEL OF SKILL ATTAINMENT (Low 1 2 3 4.0 5 High)
1 2 3 4.6 5	INSTRUCTIONAL SKILLS (planning, teaching strategies, ability to adapt subject matter for instruction, identifying and meeting learner needs, etc.)	.80	1 2 3 4.0 5
1 2 3 4.7 5	CLASSROOM MANAGEMENT SKILLS (regulating behavior, keeping students on task, dealing with problem students, grouping for instructions, etc.)	.88	1 2 3 3.8 5
1 2 3 4.2 5	EVALUATION SKILLS (test construction and use, grading and reporting, teaching self-evaluation, utilizing feedback, etc.)	.44	1 2 3 3.7 5
1 2 3 4.3 5	INTERPERSONAL SKILLS (working harmoniously with parents, teachers, students; acting with consideration for feelings of others, functioning effectively in groups, etc.)	0	1 2 3 4.3 5

Please rate the following elements of the WSC program in teacher education according to their theoretical (e.g.: "It seems like a good idea.") and functional (e.g.: "It's supposed to work that way, but it doesn't.") value, according to your experience in the classroom.

THEORETICAL (Low 1 2 3 (4) 5 High)			FUNCTIONAL (Low (1) 2 3 4 5 High)
1 2 3 (4) 5	(EXAMPLE) Campus traffic and parking system		(1) 2 3 4 5
1 2 3 3.9 5	Requirement of standards for Admission	.66	1 2 3.2 5
1 2 3 4.7 5	Field Experiences and Practicum	.84	1 2 3.9 5
1 2 3 4.3 5	Competency Standards rather than grades	.97	1 2 3.3 5

What three adjectives would you use to describe your experience in the WSC Teacher Education Program?

72.5% positive words

Which module (WILKIT) or modules do you recall as being particularly good or useful?

What advice would you give to someone planning to go into teacher education?

/ / Go to Weber State 87.5% / / Go somewhere else

Please feel free to use the reverse side of the page for additional comments.

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